DOCUMENT RESUME

ED 128 436 TM 005 625

TITLE	Community Education Need/Resource Assessment: A Summary Report.
INSTITUTION	Pennsbury School District, Fallsington, Pa.
SPONS AGENCY	Bucks County Public Schools, Doylestown, Pa.; Research and Information Services for Education, King of Prussia, Pa.
PUB DATE	Apr 76
NOTE	60p.; For a related document, see TM 005 624
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Community Attitudes; *Community Education; Community Involvement; *Community Resources; Community Study; *Educational Needs; *Educational Resources; Evaluation Methods; *Needs Assessment; School Attitudes; *School Community Cooperation; Teacher Attitudes
IDENTIFIERS	Pennsbury School District; Pennsylvania (Fallsington)

ABSTRACT

The proposal to do this project was the result of a two-day workshop which was attended by leaders of the Pennysbury, Pennsylvania school district and of the community who explored ways to better utilize the resources of school and community, identify needs and emerging problems, and foster the concept of home, school, and community. Phase I of the study consisted of an opinion inventory to find out how a random sampling of community and school staff felt about the ideas of community education, the concept that schools and communities share the responsibility for providing educational, recreational, cultural and social services. The second phase of the study found out which programs, activities, and courses most interested a sampling of the community; how many might participate in each one; and what human resources might be available to help implement these programs. (Author/BW)

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COMMUNITY EDUCATION NEED/RESOURCE ASSESSMENT

A SUMMARY REPORT

APRIL 1976

TM005 625

THE PENNSBURY SCHOOL DISTRICT
YARDLEY AVENUE, FALLSINGTON, PA 19054

COMMUNITY EDUCATION NEED/RESOURCE ASSESSMENT

A SUMMARY REPORT

ERNEST H. MUELLER, Ed. D.
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JEAN WILSON, STUDY COORDINATOR

THE PENNSBURY SCHOOL DISTRICT
YARDLEY AVENUE, FALLSINGTON, PA 19054
APRIL 1976

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COMMUNITY EDUCATION NEED/RESOURCE ASSESSMENT

EXECUTIVE SUMMARY

This project took place in the Pennsbury School District which is composed of two boroughs and two townships located in the southeastern corner of Bucks County, Pennsylvania. The district population is approximately 55,000 with an approximate student enrollment of 13,000 in its public schools and slightly over 6,000 in its nonpublic schools.

The proposal to do this project was approved by the Pennsbury Board of School Directors as a result of a two-day workshop held in January 1974 which was attended by leaders of the school district and of the community who explored ways to better utilize the resources of school and community, identify needs and emerging problems and foster the concept of home, school and community.

The study was conducted by community volunteers who were assisted by professional consultants and administrative staff members. A resource committee consisting of representatives of local governments, the teachers association, the Board of School Directors, the administration, the nonpublic schools, and the Office of the Bucks County Public Schools Intermediate Unit assisted the coordinator throughout the study by providing advice and resource information, and serving as liaisons between the Task Force and those whom they represented. A Community Education Awareness Subcommittee conducted an awareness program throughout the community and the schools to foster an understanding of the study and of community education. Six subcommittees were formed to study the various areas of interest relating to the community education concept. The coordinator, a volunteer from the community, assumed the overall responsibility for the work of the entire project.

Phase I of the study consisted of an Opinion Inventory to find out how a random sampling of community and school staff felt about ideas which reflect the concepts of Community Education. A forty-nine item opinionnaire was developed to obtain responses

for computer tabulation. Demographic data was obtained to determine whether or not the survey sufficiently sampled the diverse community.

The information that was gathered provided a listing of items in priority order by means and a grouping of the items into Mean Clusters and into Topic Clusters. This provided further discrimination of item rankings and a comparison of the opinions of the school staff sampling and the community sampling.

For example, both the samplings of school and community members felt it important to have programs which promote early diagnosis and help for children with learning disabilities and handicaps; have recreational and leisure time programs for children with learning disabilities and other handicaps and have alternative educational opportunities for the very special student, i.e. delinquent, gifted, special interest, drop-out.

The community sampling, however, felt it more important than the school staff sampling to have "drop-ins" for teens, i.e. "Coffee House" idea, dancing, games and just talk; involve the community in planning and evaluating school curriculum and activities, and have after-school programs for youth (9-18) to learn practical skills for daily living, i.e. first aid, safety programs, bike maintenance and repair, fire fighting, car maintenance and repair, sewing, cooking, and typing. The school staff sampling felt it more important than the community sampling to have programs to help parents and children improve family relationship, i.e. family counseling, educational courses on understanding children, Parent Effectiveness Training Program, and have programs which promote better understanding of others, i.e. crossing age-barriers, developing personal awareness and improving relationships.

Free Input Cards were used to solicit what the community members thought were the positive and negative characteristics of our schools and our community, and to suggest solutions to these negative aspects. Those surveyed felt the two most positive aspects of the community were the physical attirbutes such as being close to New York,

Philadelphia and shopping centers and having well-kept properties, and the human attributes such as friendly people, good organizations and a wide variety of religious faiths in the area. The two most negative aspects listed were a lack of recreational and enrichment opportunities in the area and a lack of a sense of community with no feeling of a cohesive community or sense of belonging. The two most positive aspects of the schools listed were a varied curriculum and good well-kept facilities. The two most negative aspects of the schools listed were poor student behavior and poor teaching of certain disciplines.

The second phase of the study which reflected the results of the Opinion Inventory, found out which programs, activities and courses most interested a sampling of the community, how many might participate in each one, and what human resources might be available to help implement these programs. A Program and Interest Survey, listing eighty courses, activities and programs, and a Skills and Abilities Survey were developed and sent home with each elementary child. The return goal was reached and the information provided the numbers of people interested in each activity and how many could teach or assist a course or program. Survey participants listed their name, address, telephone number and school attendance area.

The six subcommittees surveyed the community to identify existing program, service and facility capabilities in the areas of adult program, children and youth enrichment, K-12 program, community involvement, community services and facility usage. Special committees were established for additional study as needed. This information was listed, verified and correlated with what the sampled population felt was important and what they desired. Need statements were then written and ranked as either Very Critical, Critical, Important But Not Critical, Not Critical or Important, or Undecided or Unknown. No need statements were identified as Very Critical.

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FORWARD

The purpose of the Pennsbury Community Education Study was to find out what interests and needs exist in the Pennsbury community and what resources might be utilized to meet these needs.

The report of the Task Force reflects the ideas, attitudes and resources of people surveyed within a defined period of time. This study is but one step of a Community Education process. It provides information to identify needs and plan programs and processes. The study will be of additional value as a base against which the cyclical process may continue, providing new and additional data for the further identification of trends and problems which may be used as guides in the planning, implementation, and evaluation of programs. The study represents the volunteer work of over 100 people in the community and numerous others in the employ of the district. The willing application of time and respective talents to the many facets of this study are acknowledged with sincere gratitude and appreciation.

RATIONALE

WHY DID THIS PROJECT GET STARTED?

Schools and communities are becoming increasingly aware of their need to share the responsibility for providing educational, recreational, cultural and social services. This trend is caused by social, educational and economic factors.

> It is quite evident that major demographic and sociological changes have taken place within our community. The development of sprawling suburbia has led to a break-down in inter-personal relationships and to the loss of individual identity within the community. With this break-down came the demise of a genuine human community spirit.
>
> It is possible to promote personal identity and community spirit with a strong community base structured on strong links between school systems, businesses, industry, local governments, service organizations and other institutions and agencies. It is possible to improve society and the quality of life within the community when people work together and have confidence in a common cause.
>
> Community Education is concerned with the total environment with everybody and everything as a potential resource. It is not an "add-on" to the existing school and community structure, but an educational philosophy that has a real working concern for all aspects of community life through the coordination of all community resources.[1]

Community Education works toward the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people in a community. The aims of social services, recreation, and education are not, in fact, very different, but have appeared so because of administration and funding by separate public and private organizations. Instead of perpetuating this fragmentation, emphasis should be placed on unifying programs, thus taking a fundamental view of the total family and its interests, needs and desires for improvement.

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1. Edventure Committee Proposal for Community Education Study, April 1974.
   Committee Members: Mrs. Margaret Brassington, Mrs. Jacqueline Bowers, Mrs. J'Ann Ellis, Dr. Joseph Farese, Mr. Alvin Goldberg, Mr. George Kobal, Mrs. Ann Lindholm, Sister Immacule, Mr. Vincent Magyar, Mr. George Lebegern, Mrs. Ruth Newton, Mrs. Marion Rowe, Mrs. Lynn Sargent, Mrs. Jean Wilson

The Community Education philosophy advocates an ongoing process which produces essential modifications as times and problems change. Modifications can, therefore, be facilitative and preventive rather than symptomatic "bandaid" solutions to entrenched problems. Inherent in the Community Education concept is the belief that each community education program should reflect the needs and interests of its particular community. Thus, Community Education varies from school community to school community and the Community Education program in one location cannot be made to fit another.

Educators continue to recognize the direct correlation between how well one learns in school and the quality of the learner's total environment - home, school and community.[2] Since two-thirds of a school child's waking hours are spent outside the school, it makes sense to pool resources to enhance the quality of life outside the schooling process.

Educators have long stressed the fact that they must reach the "whole child," but for some time now, educators and lay people have been questioning the capability and sometimes the right of the school to do so. Schools are looking for partners to answer their need to deal with the whole child to enhance his self-actualization and educational process. The interrelationship and interdependency of school, home and community are emerging as real necessities to meet educational needs and goals.

Community Education advocates believe opportunities for lifelong learning are crucial in providing the means for economic advancement and life improvement. They seek the development of educational centers where learners of all ages could turn for basic education, remediation, advanced education, enrichment or whatever kind of education was needed. Adults might participate in the day program

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2. Christopher Jencks et al - Inequality: A reassessment of the Effect of Family and Schooling in America, New York: Basic Books Inc., 1972.

James Coleman, Coleman Report, 1966

On Equality of Educational Opportunity, Researched by Harvard University and edited by Frederick Mosteller and Daniel P. Moynihan.

Wilma S. Longstreet, Beyond Jencks: The Myth of Equal Schooling.

and the day school students might participate in the after school programs. Recognized also are the existing learning opportunities offered people through organizations, church functions, businesses and the like. Lifelong learning perceives the educational needs of people of all ages being met through the combined and cooperative efforts of all the educational institutions and resources of a community. In addition, people who are lifetime learners can also be the teachers and the facilitators of the learning of others. The involvement of people in lifelong learning may serve a dual purpose, that of people meeting some of their needs through education while providing their talents, resources and time in return. Lifelong education is particularly relevant today. As people confront their daily life experiences they continually identify areas in which they wished they knew more, feel they should know more, and often know they must know more - not just to improve the quality of life, but to survive. Education is the ongoing development of skills and knowledge. As such it constitutes a personal philosophy for improving the quality of life.

Economic pressures upon the home, school districts and communities have caused many to examine Community Education as a way to economically meet school and community needs. Community Education strives for the expanded use of the physical resources that already exist and the cooperative use of human resources to resolve mutual concerns and problems of the various factions that comprise a total community. Tax dollars as well as private funds are used more effectively and much duplication of services is eliminated.

Many members of the community who once paid for educational, recreational and cultural activities that often took them outside the community are looking for less costly, family-oriented and more accessible leisure and educational opportunities. Community Education, through its interest in utilizing the

neighborhood facilities and resources as recreational and learning centers brings recreational, cultural and educational opportunities to each small segment of the larger community at little or no cost. A possible additional benefit of Community Education is a decrease in vandalism because of community interest and pride in their schools and community and the availability of more wholesome activities. The result is financial savings through significant decreases in repair costs. Vandalism cost the Pennsbury District slightly over $50,000 in the year 1973-74. During 1974-75 the cost rose to slightly more than $60,000 and this fall, 1975, one instance of vandalism cost taxpayers over $1,700.

Community education ideas are not new to Pennsbury and it should be proudly noted that Pennsbury has been a leader in implementing many of the concepts of Community Education though not applying that name to their programs. The Pennsbury community is fortunate to have experienced these programs which can provide the base for building stronger and more cooperative efforts of home, school and community and for coordinated and collaborated programming and financial planning to more effectively and efficiently meet the needs of people in the Pennsbury community.

BACKGROUND STATEMENT

The proposal to do a community education study was submitted to the Pennsbury School Board of Directors by the Edventure Workshop Committee as a direct result of the two-day workshop held January 16, and 23, 1974 in the Pennsbury School District. This workshop was held to:

1. examine ways to better use existing school and community resources;
2. work toward the realization of the concept of home, school and community;

3. identify needs and emerging problems; and,

4. examine ways to provide coordinated services.

Leaders of home, school and community, and representatives of various organizations of the total school district were invited. Many were concerned enough with both the intent and content of the workshop to attend. Sixty participated in both full-day sessions while another forty attended at least one session, demonstrating the commitment of those who had to take time off from their jobs. Participants shared the beliefs that we can do more and we can do better:

1. when various elements of a community work together;

2. when resources are shared; and,

3. when people of a community engage in a systematic process to determine their needs and implement a program to meet them.

The Edventure Workshop served as a feeler to determine the interest within the community to work toward these goals now recognized as concepts of Community Education. The Edventure Committee felt that the community and school personnel indicated this interest and subsequently offered a proposal to the Pennsbury School Board of Directors. On April 8, 1974, the Pennsbury School Board of Directors unanimously approved the following:

1. that the Pennsbury School Board, in the interest of providing a basis for further learning opportunities for all people of all ages at all times and for strengthening human relations and improving community spirit, approve and support the concept of community education; and,

2. that in order to initiate the second phase of a community education program, a task force be established to study and assess needs, resources, and interests of school and community to plan a model for establishing a program of community education.

The major purpose of this task force was to develop and present to the Pennsbury School Board of Directors alternative plans for initiating a community education program based on the study and assessment of school and community needs, resources and interests.

THE TASK FORCE

The term Task Force as used throughout this report refers to all those community members who worked as volunteers to do the work of the study. The work ranged from requiring one person to complete a single task to requiring several people to work as a cohesive unit to do a series of tasks to complete a phase of the study. Some worked in only one task area, while others worked on more than one aspect of the study.

COORDINATOR

The coordinator, a volunteer from the community, assumed the overall responsibility for the work of the entire project with the responsibility of reporting to the Board of School Directors and the agency which funded the study.

ADMINISTRATIVE LIAISON

An administrative staff member served as the liaison between the Task Force and the schools for requesting building use, setting up appointments for the coordinator with other school personnel when desirable, reading and clearing materials for duplication and mailing, and assisting with media coverage.

TASK FORCE COMMITTEE

This committee was comprised of thirty-six community and student volunteers and included the coordinator and subcommittee chairmen. This committee equally represented the three political regions of the school district. The work of the committee included general planning and coordination of the study.

RESOURCE COMMITTEE

A Resource Committee consisting of representatives of local governments, the Pennsbury Board of School Directors, the Pennsbury School District Administrative staff, the Pennsbury Education Association, the Intermediate Unit #22,

1. Association of Teachers 2. The Office of Bucks County Public Schools

and the nonpublic schools assisted the coordinator throughout the study by providing advice and resource information and serving as liaisons between the Task Force and those whom they represented. The Resource Committee was so named to avoid any possible confusion with Community Education or Community School Advisory Councils which are known and well-defined groups related with established and ongoing Community Education programs.

CONSULTANTS

Six consultants in the fields of educational research and Community Education volunteered their time. They were contacted by the coordinator for technical assistance throughout the entire period of the study.

COMMITTEES

Six subcommittees were formed to study the various areas of interest relating to the community education concept. They were K-12 Program, Adult Program, Children and Youth Enrichment, Use of Facilities, Community Service and Community Involvement. A seventh subcommittee, Comunnity Education Awareness Committee, was formed to orient those of the community and the schools to community education concepts and the work of the Task Force.

ADDITIONAL HELPERS (FIELD WORKERS)

In addition to the subcommittee chairmen and their members, many community people assisted with the study. Some served as resource people in areas where their specialized skills were helpful. Others pitched in wherever there was a need such as phoning, typing, proofreading and delivering materials. The study was greatly assisted by the school PTO/PTA's who helped plan and host the January-February 1975 Needs and Goals Sessions and who transferred the data from the April Community Education Questionnaires (Program Interest and Resource Survey) to the computer op scan sheets.

COMMUNITY VOLUNTEERS

RECRUITMENT

Names of community people who expressed an interest in working with the Community Education study were submitted to the District Superintendent by building principals. Community members submitted their own names in response to publicity about the study. Some who had participated in the Edventure 1974 Workshop indicated their interest in the project and willingness to serve. The coordinator spoke at meetings of several community groups to acquaint them with the study and several members of these groups indicated interest in serving. A few people indicated their interest on a return form from the Pennsbury Community Education brochure especially printed to describe the study and distributed throughout the community and schools.

At the recommendation of the Resource Committee the coordinator developed a list of thirty-six people to serve on the Task Force with twelve living in each of the three political regions established for the election of school directors. This reflects the historical background regarding the formation of the Pennsbury School District. Since Pennsbury's reorganization in 1966, which brought together four separate school districts of extreme differences in population, three school directors have been elected from each of three geographically defined regions with populations approximately equal in number. All those on the list were contacted personally by the coordinator who briefly explained the overall purpose of the study and approximate amount of time needed for the study. Subcommittee chairmen were selected from this list, again keeping a balance of chairmen according to the political regions. All who indicated interest were invited to participate in the study, although not all served on the Task Force Committee.

ORIENTATION AND TRAINING

TASK FORCE

Small group orientation meetings were held over the summer of 1974. Task

Force members also participated in the orientation sessions which were open to the public and school staff early in the fall. One special training session was held for all Task Force members and two sessions were held with committee chairmen. Additional assistance was provided by the coordinator as needed throughout the study.

Materials from the Educational Improvement Center, Pitman, New Jersey were used as the basic training materials. The films "To Touch a Child" and "A Sense of Community", the Flint, Michigan slide tape presentation, "Community-School Advisory Councils", and the EIC needs/resources assessment transparencies were some of the visual aids used. Additional printed materials were obtained from the Center for Community Education at Eastern Michigan University, and the Department of Continuing Education in New Jersey.

STAFF

Many of the administration and teaching staff had already had some orientation to Community Education through the Edventure 1974 Workshops and various follow-up meetings. Nevertheless, it was considered important to broaden this base of understanding.

It was anticipated that the cooperation of school principals would be needed throughout the course of the study and that also they might often need to be a direct communication link between the district and the community. Therefore, a special session on Community Education was held for all school principals so that they might be better able to understand the concept, facilitate the study and respond to questions of their staff and community.

A special meeting was held also with the Pennsbury Education Association Board and their building representatives to provide an awareness of Community Education and the Task Force. In addition, the Community Education Awareness Sub-Committee met with other district committees and the school staff and PTO/PTA Executive Boards at each building. Packets of materials on Community Education and the Task Force were left within every building.

THE STUDY

WHAT WERE THE PROCEDURES?

SOFT DATA COLLECTION

OPINION INVENTORY - PHASE I

"Soft data" refers to the opinions, feelings, and interests of people and reflects how the surveyed members feel at a given point in time. The task was to find out how community members and school staff feel about ideas which reflect the concepts of Community Education.

It was decided to take an opinion inventory to get from the community members and school staff clues to indicate what aspects of community education should be further studied and as a consequence what additional information should be gathered.

INSTRUMENT DEVELOPMENT

WHAT SHOULD WE ASK?

Responses should indicate the degree of interest in and/or need of the various aspects of Community Education. Numerous forms and methods were used to query the school staff and the community as to what information we should have as a result of the opinion inventory. Their comments, suggestions and concerns were listed and given careful consideration. Task Force members examined questionnaires of other school districts and developed points of view regarding what and how questions should be asked. Each subcommittee developed ideas on which they felt school and community opinion would be valuable and which reflected their committee's special area of interest. Utilizing the ideas of the Task Force and those of the school staff and the community who were questioned, subcommittee chairmen developed a single listing of forty-nine items on which school staff and community reaction was desired.

WHAT FORMAT SHOULD WE USE?

The format needed to be simple, easy to read and self-explanatory. It was decided to obtain responses for computer tabulation. Through meetings of Task Force members, sessions with a few community members who tested the suitability of various computer forms and consultations with consultants and the District Director of Data Processing, it was decided to develop a format that would be suitable for transferring information on to the IBM 534-B op scan sheet. A five point rating scale to get reaction to the list of items was developed for the opinionnaire.

It was also decided to use free input cards to provide opportunities for community participants to speak their minds - to communicate what they like, what they don't like and what they think ought to be done. This would help to obtain clues indicating what participants perceive as major concerns and interests, and also what is "going right."

WHAT SHOULD WE FIND OUT ABOUT THE PEOPLE SURVEYED?

Task Force members felt that it was important to gather demographic data to determine whether or not the survey sufficiently sampled the diverse community. A different set of questions was developed for school personnel to be certain that the various instructional and noninstructional staff within the employ of the district had been sampled.

THE INSTRUMENT

Items were not listed in any particular order or groupings. Opposite each item was space to provide reaction on a five point scale - Very Important, Important, Of Average Importance, Of Marginal Importance, and Not Important. For example, Item 24 read: "Have programs which upgrade academic skills of adults, i.e. reading, writing, English, and math."

Sets of color-coded cards were used to solicit the free input. Participants were asked to write what they think are the positive and negative characteristics of our schools and our community, and to suggest solutions to these negative aspects.

Demographic information requested on the free input cards included residence by townships and boroughs within the district, sex, age and children's type of school. It was especially important to know the results by townships and boroughs since those surveyed would be responding to questions about their community and this information could be helpful to elected and appointed government officials as well as those of the school. Areas of mutual concern to the schools, townships and boroughs could then be identified.

Drafts of these instruments were first field tested by over fifty members of the community and school staff. Changes were made and the instrument was further examined by twenty people of the community and school staff. Final modifications were made and opinionnaires and free input cards were printed.

WHOM SHOULD WE SAMPLE?

HOW MANY SHOULD WE SAMPLE?

Using the method of input, development and feedback with Task Force members, the Resource Committee, consultants and school staff, decisions were made regarding the sampling population.

It had been decided that the survey should include a representation of our diverse community and that a geographic random sampling of the households of the total community would achieve this. A minimum return rate was set as a goal. The census listing of households maintained by the district was used to identify the community sampling.

It was recognized that singles, childless couples, couples with no school age children, senior citizens and those with children attending nonpublic schools

who would be asked to participate in the survey would wonder why they had been contacted and might not participate. So to get our sampling goal for the Opinion Inventory, every tenth household in the census listing by streets would be contacted.

HOW WOULD THE SAMPLING BE TAKEN?

Several considerations influenced the decision to have district-wide Needs and Goals Sessions. Task Force members felt strongly that people should get together to not only participate in the survey but to discuss with one another their schools and community. The feeling was that people need and want to talk with one another and that they should have opportunities to raise questions or make comments.

In order to reach both men and women a daytime survey was ruled out. A mail-in survey was not likely to bring good response and the instrument being developed was considered to be too lengthy and too difficult for respondents to answer in a phone survey. After eliminating these and other survey techniques, the Needs and Goals sessions, which reflected the desire to bring people together, was developed.

Needs and goals sessions would be meetings held at every elementary school in the district so that community residents could gather to hear an explanation of Community Education concepts and the work of the Task Force, complete opinion inventory surveys, and engage in dialogue about their schools and community with school and Task Force representatives.

School staff would participate in the Opinion Inventory at the school awareness sessions and otherwise under the guidance and direction of building principals and administrators.

INVITATION TO NEEDS AND GOALS SESSIONS

A special letter of invitation with a list of the locations and dates of the Needs and Goals Sessions was mailed to 1,477 households, every tenth household

on the census listing by streets. Those who typed the envelopes felt that a large number of those being contacted were singles, childless couples and senior citizens. Though this lessened the possibility of getting our desired response, Task Force members still liked the idea of the sessions because through this means, people who traditionally had not been asked for their opinions or otherwise been involved were at least being contacted and invited. This would, hopefully, help people understand that the Community Education concept incorporates the belief that all citizens as taxpayers and members of the community, should be included in school as well as community matters.

Letters to 137 households were undeliverable by the postal service. It is assumed that 1,340 households actually received the letters.

FOLLOW-UP TO THE INVITATION

As a follow-up to the mailing, PTO/PTA and Task Force members made phone calls to letter recipients in their respective elementary school areas urging attendance. The local ministeriums printed notices in their newsletters asking that the clergy mention the survey at their services and meetings and encourage people to attend. Articles were printed in the local newspapers.

Task Force members who were now well acquainted with Community Education and who were to serve as session leaders, received a brief training on how to conduct the sessions. A short slide-tape presentation covering a few of the concepts of Community Education and the process of the study was developed and used at every session.

THE NEEDS AND GOALS SESSIONS - WHAT HAPPENED?

THE FORMAT

It was felt that the Needs and Goals Sessions should make people feel as welcome as possible. All but one PTO agreed to host the sessions and provide coffee. Principals and the PTO/PTA president or representative of each building extended a welcome to those present. Members of the Task Force used a slide-tape presentation to briefly describe Community Education and the work of the Task Force

and then conducted the Free Input Card and Opinionnaire Survey. People were then invited to discuss their ideas with and ask questions of the principal, PTO/PTA representative and the session leader.

THE ATTENDANCE

The total attendance of 113 people was poor. Thus, the Needs and Goals Sessions proved unsatifactory as a way to survey this community.

Several factors may have contributed to the poor turn out at the sessions. One snow date had to be used because of inclement weather and the attendance at that session was particularly low. People may also not have attended other evenings because of inclement weather. Skepticism was also felt to play a part. Some persons were aware of an indepth study just completed and they felt the results had little if any real value. Several residents indicated the community education study would probably be just another study that would merit nothing for the district and would, therefore, be a waste of their time. The more significant factor, however, is still considered to be the fact that the nonparents contacted would have been totally unaccustomed to any involvement or communication with the school and simply did not perceive themselves as participants in a study involving the schools.

GETTING THE NEEDED COMMUNITY SAMPLING

The poor response threw the Task Force members into action, and they quickly organized koffee-klatch, door-to-door, and organizational contacts. These activities took place throughout the district and, because of the increased number of personal contacts, this proved to be very rewarding for the Task Force members and those of the community. Great care was taken to insure some degree of stratified sampling and the results of the demographic data indicate that this was achieved. These efforts brought a response from 566 households which is slightly more than the goal.

SCHOOL STAFF PARTICIPATION IN THE OPINION INVENTORY

Opinionnaires were distributed throughout the Pennsbury public, Technical and non public schools to reach a balance of administrative, instructional and non-instructional personnel. The response of 267 completed opinionnaires was more than the return goal.

TABULATION

Task Force members transferred the data to the op scan sheets. The printouts provided both number count and percentages.

THE RESULTS

By giving the weight of 5 to Very Important, 4 to Important, 3 to Of Average Importance, 2 to Of Marginal Importance, and 1 to Not Important, the average mean rank order were acertained. The number of participants who ranked items Very Important and gave a rank order to items based on this information were tabulated. These rank orders were developed with the results of the community response to the opinion inventory, the staff response to the opinion inventory and then the combined responses of both the community and staff persons who were surveyed.

MEAN CLUSTERS

In order to provide further discrimination, mean clusters were developed by computing the quartile deviation on a scale using the lowest community mean rounded to one place and the highest community mean rounded to one place. The lowest community mean is 2.6 and the highest is 4.4. The largest number of items fell at the 3.5 mean with nine items having this mean. Twenty-one (21) community means fell above the 3.5 mean and nineteen (19) fell below.

Q_1 fell within the 3.3 means and Q_3 fell within the 3.7 means. A high cluster was determined to be those means that fell within the 3.75 and 4.4 community means. A medium cluster included those that fell within the 3.4 and 3.7 community means, and a low cluster included those means that fell within the 2.6 and 3.3 community means. Within the community response, twelve items fell in the low cluster, twenty-four fell within the medium cluster and thirteen fell within the high cluster.

However, there were differences between the community means and the school means. Therefore, medium-high, low-medium, and mixed clusters were developed to identify those items which have distinct mean rank differences. The medium-high and the low-medium clusters have mean rank differences of 9 through 14 between the school and community means. The mixed cluster includes items whose means have a rank difference of 15 or more between the community and school means.

MEAN CLUSTERS

The Mean Clusters Are:

A. High Ranking

Nine items fell into this category with a range of 3.76 - 4.39 community mean and 3.65 - 4.57 school staff mean with a difference of 5 or less between community and school staff items rank order.

B. Medium Ranking

Sixteen items fell into this category with a range of 3.35 - 3.74 community mean and 3.20 - 3.65 school staff mean with a difference of 9 or less between community and school staff item rank order.

C. Low Ranking

Thirteen items fell into this category with a range of 2.56 - 3.34 community mean and 2.36 - 2.99 school staff mean with a difference of 8 or less between community and school staff item rank order.

D. Medium - High Ranking

Three items fell into this cluster with a range of 3.48 - 4.13 of community and school staff mean and with a difference of 12 - 14 between community and school staff item rank order.

E. Low - Medium

Two items fell into this cluster with a range of 3.32 - 3.65 community and school staff mean and with a difference of 11-12 between community and school staff item rank order.

F. Mixed Ranking

Six items fell into this cluster with a range of 3.12 - 3.81 community and school staff means and with a difference of 16-25 between community and school staff item rank order.

By grouping the information by mean clusters it was noted, for example, that the two items ranked one and two by both the community and school staff fell within the High Ranking Mean Cluster and that the item ranked third by the school staff was placed in the Medium-High Ranking Cluster because of the wide discrepancy when compared with the community mean rank for that item. The Mixed Ranking Cluster provides the opportunity to view the rather wide differences of opinion between the community and the school staff. For example, Item 63,

> "Continually locate and utilize untapped resources and skills of community members, i.e. establish a computerized resource data bank for school and community use"

was ranked 31st by the community but 12th by the school staff. By including the word "computerized" community members may have anticipated additional costs and considered computerization not worth the expense. Items on which both groups had similar feelings could be seen in High, Medium and Low Mean Clusters and thus priorities reflecting the opinions of school staff and community members surveyed could be more easily identified.

TOPIC CLUSTERS

Items had previously been identified as belonging to nine cluster areas such as adult education, children and youth enrichment, community involvement and social services. Items were regrouped into these nine areas labeled Topic Clusters. By using the school staff and the community means, Topic Cluster Grand Means were computed and Topic Clusters could then be listed in priority order.

Both the school staff and community ranked the Specialized Needs of Children and Youth Topic Cluster first, the Adult Education Topic Cluster second, and Social Services seventh. The largest discrepency between the school staff and community topic cluster ranking was in Community Cultural with school staff ranking this fifth and the community ranking this ninth. The rank order positions of other Topic Clusters of school staff and community differed only slightly.

In some instances, the grand mean of a topic cluster was greatly influenced by a single item having either a very high or very low mean. In the Topic Cluster, Human Relations and Service, the community ranked "have programs which develops and promote opportunities for people to help people, i.e. youth mow lawns for elderly, people visit shut-ins, senior citizens serve in volunteer programs" fifth with all other items ranking seventeenth, the next highest, to thirty-first the lowest. This Topic Cluster was fifth, much higher than it would have been had this single item mean not been included.

FREE INPUT CARDS

Some cards were only partially completed. Those who had no children in school at the present time found it difficult to comment about our schools or school district. Others indicated they did not know enough or had not really given much thought to their schools or community.

PROCESSING CARD DATA - Q SORT METHOD. A first batch (113 sets of three cards) was examined by a task force member who categorized and tallied the various comments. Next, two other members each examined and tallied a different batch using the categories developed in the first step. Categories were added, dropped and/or refined.

Finally, three other task force members standardized these categories to be known as cluster areas and listed every comment made on all the cards under the established cluster areas. The Task Force Coordinator further analyzed the data and tallied the comments into sub-clusters within the broader cluster areas.

Though fewer households provided information on the Free Input Cards, some clues were significant. For example, on school cards, only four positive comments were made about the behavior and discipline of students, while 191 negative comments were made on this subject. Seventy positive comments were made about school facilities while no negative comments at all were made in this area. Similar clues were provided by comparing comments made in various other areas such as: Neighborhood - Human Elements, Government Services, Law-Enforcement - Crime, Community - School Relations, and Community Activities - After-School Activities.

SOFT DATA AND RESOURCE STUDY

"Resource" is defined here as any human talents or physical capabilities which might be used to produce an experience considered as worthwhile by its consumer.

The Task Force members wanted to know what resources are presently available and to what extent they are utilized to meet needs of people. For example, one aspect of community education is continuing education, the study sought to determine what opportunities exist for residents to continue their formal and informal education, to what degree these resources are utilized now, and to what degree they could be further utilized and/or expanded. If these questions could be answered the capabilities of the existing resources (hard data) to meet identified needs could be described. By comparing this to the needs and desires (soft data) the discrepancies could be determined and recommendations developed.

PROGRAM INTEREST AND SKILLS SURVEY

PROGRAM INTEREST (SOFT DATA)

The Opinion Inventory helped us find out from the surveyed community residents and public and nonpublic school staff how they felt about the importance of various aspects of Community Education, what they consider to be our greatest community and school strengths, and what they consider to be our greatest community and school needs.

From this information, we could determine what aspects of community education should be reflected in the April Community Education Questionnaire which was planned as a second phase to learn which programs, activities and courses most interest a sampling of the community and how many might participate in each one.

Those activities in which most people expressed interest and which would be relatively simple to initiate and maintain would be recommended first. Those activities in which fewer people indicated interest and/or those which would be

more difficult to get underway most likely would be recommended at a later date or perhaps not at all.

INSTRUMENT DEVELOPMENT

subcommittees listed specific activities and programs that fell within the areas which received relatively high ranking in the Opinion Inventory such as adult basic education, community involvement and leisure enrichment activities for young people. All items were carefully screened to avoid duplication and were then categorized into subcategories. Three such subcategories were "Career development" which included, for example, auto mechanics, business office skills, and electronics; "sports and recreation" which included, for example, gymnastics, tennis and volley ball; and, "educational enrichment" which included items such as, consumer awareness, personal budgeting, bike maintenance and small appliance repair.

It was felt that some activities and programs could be offered at no cost to the participant. These included such things as participating in short term school planning committees, people-helping-people programs, and a high school completion program for residents up through 21 years of age. Included also were some activities which committee members felt could be sponsored or managed by an organization or church group and which might also be offered at no cost.

Then the activities and programs for which there might need to be a charge to the participants were identified. These would include activities or programs which would require paid instructors and/or expensive materials. Thus, the program and interest portion of the questionnaire was divided into two distinct parts, those activities for which there might not be a charge and those activities for which there would most likely be a nominal charge.

Activity and program categories were further identified as being suitable for very young children or for young people and adults. Where it was necessary to specify age, this was done within the item statement.

FORMAT

It was decided to use the same op scan sheet used for the opinionnaire and so there could only be eighty activity choices. The computer op scan sheet provided for five answers opposite each item and we labeled the five-point selection was labeled "TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE" and five choices were given. (0-NONE), (1-ONE), (2-TWO), (3-THREE), (4+-FOUR OR MORE). Out of those surveyed, the number of persons who indicated interest in participating in each activitiy or program would be identified. Where appropriate, survey participants were invited to write in additional activities of their liking.

SKILLS AND ABILTIES SURVEY

In addition to wanting to find out how many people were interested in which activities, it was also necessary to know also what human resources were available to help implement activities and programs. It was decided to attach to the program interest questionnaire a one-page skills and abilities survey.

Areas in which skills and abilities were needed to implement community education program activities were listed and placed in an order which generally corresponded with the various categories developed for the program and interest questionnaire. A few of the skill areas listed were puppetry, furniture refinishing and repair, net sports, the psychology of human growth and development, group dynamics and business management. Survey participants were asked to respond to this listing in one of three ways. One, member(s) of the household possess the skill and/or knowledge in that area. Two, member(s) of the household could teach, assist and/or consult. Three, no response would indicate lack of skills and abilities in that area. An open ended listing provided space for people to list other skills and abilities.

EVALUATION AND FIELD TESTING

Rough drafts of the program interest and skills questionnaire were typed

and xeroxed for Resource Committee and Task Force member evaluation. Suggestions were made and a second draft was developed and field tested with eleven community people and five of the school district staff. Minor changes were made and the questionnaires were printed.

HOW WAS THE DATA GATHERED?

It was not considered necessary to obtain this data from a stratified sampling, since the input of a stratified sampling was obtained in the Opinion Inventory. It was decided the best return would be obtained by sending the questionnaire home with the elementary grade child. An approximate return of 33 percent, which would represent approximately 10 percent of the households of the total community.

The public and nonpublic elementary school principals were contacted and briefed. The questionnaires were delivered to each elementary building with a special notice of information for each principal and teacher. Respondents were asked to return the questionnaire within one week. The questionnaires could be returned to the school with the child or mailed to the central office.

TABULATION OF DATA

The task force members who worked with the building PTA/PTO arranged for parents to come into the buildings to transfer the information from the questionnaire to the op scan sheets. The task force members had a briefing on transfer procedures and they in turn conducted the transfer sessions at their respective buildings. The volunteers also alphabetized the questionnaires and wrote down all the written information.

WHAT DID WE FIND OUT?

Our return rate goal was reached and generally the number of people indicating interest in programs and activities was high. Recreational opportunities

drew the most response with numbers of 1,665 indicating interest in tennis; 1,989 in swimming; 1,981 in unorganized indoor sports; 1,515 in indoor roller skating, and 1,697 in arts and crafts. The items in the "human relations, self-improvement, and 'service' category also were of relatively high interest. This area was rated fifth in importance out of the nine topic clusters by the community in the Opinion Inventory, yet there was good response to items such as being willing to volunteer service in the schools; help the elderly or ill; receive orientation and training to work more effectively with children, especially those with learning disabilities and handicaps; and participate in a Parent Effectiveness Training or child development and family relationships program.

Though Adult Basic Education was rated high in importance by both the community and school participants in the Opinion Inventory, fewer people indicated interest in these items than in the other items. There is, however, indication there are people in need of adult basic education ... who have the interest.

The "educational enrichment" category brought relatively high interest depending upon the specific item. For example, more people indicated interest in gardening skills than photography in the nominal fee section; and twice as many people indicated interest in the first aid, safety rules, rescue techniques item than in the politics, government item, both listed in the no cost section of "educational enrichment."

It seems as though whether an activity or program would or would not cost had no affect on those responding. Personal interest seemed to be the key factor to the respondent.

SKILLS AND ABILITIES

The fifty-five items that were listed could generally be grouped into four major categories - "cultural-enrichment," "career," "sports," and "health care-human development." Total numbers of those who indicated they had knowledge of the skill subject or who had teaching skills were listed for each item. Totals for each of the four categories were also listed.

HARD DATA COLLECTION

SUBCOMMITTEE SURVEYS AND STUDY

In this study "hard data" refers to all factual information which describes a previous or present state of condition. Each of the sub-committees identified what they wanted to know regarding their area of study. For example, the Children and Youth Enrichment Subcommittee wanted to find out what recreational and enrichment opportunities are offered young people, where they are offered, and how many are actually participating.

The Adult Program subcommittee wanted to find answers to similar questions regarding opportunities for adults. In addition, this committee wanted to know what continuing education opportunities exist and how many adults are participating.

The Community Service subcommittee wanted to find out what services exist, how accessible they are and to what degree, and by whom the service is used. The Use of Facilities wanted to find out what types of facilities exist in the community and what kinds of rooms and capabilities each has.

The Community Involvement subcommittee was interested in finding out the extent of citizen involvement in educational, agency and governmental decision making, and problem solving. The K-12 subcommittee wanted to know to what degree school programs and activities reflect the interest and needs of the students and the community, to what degree community residents are involved in curriculum planning or the planning of school activities and to what degree they expect to be involved, and how community resources are utilized for teaching and learning.

The subcommittees decided that since they each needed information from many of the same organizations, agencies, churches and institutions, their inventory charts and questionnaires should go out together with a single accompanying letter. Lists of the churches, agencies, clubs, organizations and schools were gathered from various sources. Task Force members updated the information on the lists and developed additional sources of information. Each subcommittee identified the sources from which they desired information and prepared their own inventory chart or questionnaire.

Using as a sample the Community Facility Inventory Chart developed by the Educational Improvement Center, New Jersey, the Use of Facilities subcommittee developed a chart form which could be used for gathering information about facilities and their usage. The form was designed to find out the capacity, present users, times used, times available and equipment for each facility space such as auditorium, gymnasium, meeting rooms, offices, showers and dressing rooms, kitchen, library, and parking. Information regarding usage cost and usage procedure was also requested. The draft of the facility inventory Chart was checked over by other Task Force members and approved.

The Community Involvement Subcommittee developed its own questionnaire which was sent to numerous churches, clubs and organizations in the area. The questionnaire asked, for example, what the main focus of the club was, to what extent they cooperated with other groups on issues of mutual interest, to what degree they were involved in school or governmental decision making and to what extent their membership was active.

This committee also developed sets of questions and interviewed each of the following groups of decision makers: Pennsbury District School Directors, Pennsbury District Administrators, representatives of the Executive Board of the Pennsbury Education Association and supervisors and councilmen of the local municipal governments. The committee members also solicited input from members of various community advisory councils and boards.

Materials such as "Community Leadership: How To Find It and Make It Work For You" and the Flint, Michigan handbook and slide tape presentation on community school advisory councils were used by committee members to assist them in their work.

The Children and Youth Enrichment, the Adult Program and the Community Services subcommittees were able to develop a community services inventory chart suitable for obtaining the information each of these three committees wanted.

For each service or activity, such as senior citizen hot lunch or story hour for young children, the following information was requested: location of activity, number served, client description, how activity or service is advertised, capability to expand program and to what degree, problems encountered in providing the service or activity, where most clients live, cost to client, whether the personnel involved is paid or volunteer, and what agencies or groups offer similar services.

Most of the questions raised by the K-12 subcommittee were answered through the Opinion Inventory and the descriptions of courses in the Pennsbury Program of Studies. The committee felt, however, that students themselves could serve as an excellent resource to get reaction to their school programs and activities. Members of this committee held discussions with students in three of the secondary buildings covering grade levels 7-12.

HARD DATA GATHERING

WHAT HAPPENED?

The inventory chart forms and questionnaires with the explanatory accompanying letter were mailed to 211 groups, clubs, organizations and churches in the area. Of this number, 126 returned the completed charts and questionnaires. All were very cooperative and many enclosed brochures and other information. Those from whom we had no response and from whom a committee felt information was necessary were contacted by phone or visited to get desired information. As an additional resource, the "Red Book", a compilation of descriptions of the various agencies and groups which provide services in the Bucks County area, was purchased. Since this recently compiled book contains the agency information desired, no special survey was conducted of most of these agencies.

DATA TABULATION

The Children and Youth Enrichment, Adult Program, Community Services, and the Community Involvement subcommittee categorized their information into subcategories and listed the factual statements on the hard data form.

The number of subcategories was different for each subcommittee. Some subcategories were easily identified from the raw data and other categories were very difficult to distinguish. This was particularly true for the Children and Youth Enrichment subcommittee because the ages for which various activities were available overlapped and age distinctions were difficult to make. All the committees had some difficulty determining the specific nature of an activity, i.e. if it was more an enrichment, recreational, educational, or cultural activity.

The hard data of the K-12 subcommittee overlapped with that of Community Involvement subcommittee and was not repeated in the K-12 report. The information of the Use of Facilities subcommittee was tabulated on file cards.

WHAT DID WE FIND OUT?

USE OF FACILITIES

Generally speaking, facilities of the churches, libraries and some schools are well utilized for various community activities. Several churches house nursery schools, scout groups, and senior citizen functions. The library facilities are fully utilized for library functions and have a need to acquire additional library space for their own use. The secondary school gyms are used extensively, and at various times of the year elementary school gyms are used for sponsored recreational activities and scout activities sponsored by school and community groups.

Some small meeting rooms and sanctuaries are available in many of the churches. However, since several church buildings are closed during parts of the day and evenings, problems of maintenance or supervision might result if other groups were to use the building. Most churches have a negotiable cost for building

usage. Two municipal buildings also have rooms available for public use.

Schools seem to be the most available facility, especially after school hours. Custodial staff remain in 16 of the 18 schools until 11:00 p.m. All have good parking facilities, lighting and various size rooms. Schools are also the most accessible to community residents. Most schools have ample space for after-school activities. Since enrollments at several buildings have been decreasing over the last few years, some buildings have rooms available for use during various times of the school day. Some schools are used for school sponsored activities on Saturdays. As a general rule, schools are not extensively used over the weekend.

Two community groups, each sponsoring a cultural activity for the community complained that the cost for school building use was prohibitive and stated that they now use the facilities of other area school districts.

The chairman of Use of Facilities Committee developed a facility resource file so that those of the school and community might be able to quickly locate possible space for a planned activity.

CHILDREN AND YOUTH PROGRAM

This subcommittee developed a book of the information obtained from the returned service inventory chart forms, acquired brochures and phone inquiries

The tabulated data indicates approximately 1500 boys are involved in scouting (Cub, Boy, and Explorers), and that boys and girls ages 16-18 have approximately 155 opportunities (number of teams included in figure) to participate in sport activities such as those sponsored by Catholic Youth Organization, YMCA, Pennsbury Athletic Association, and the Pennsbury Recreation Program.

The Pennsbury Recreation Program features sport activities for girls and boys. While girls are welcome to participate, some sports such as football, wrestling, and soccer are traditionally considered male sports. Few of the sports are offered to students past the sixth grade.

Fewer children and youth are involved in on going cultural and enrichment activities locally other than the experiences offered through scouting and church functions. A recently developed youth orchestra includes many young Pennsbury musicians, however.

Programs especially for girls feature seventy-two scout groups including Brownies, Junior Girl Scouts, Cadet Girl Scouts, and Senior Girl Scouts. As the girls get older the fewer who participate. There are thirty-two Brownie Troops but only three Senior Girl Scout Troops. The same pattern follows for boy scouts.

There are approximately ten services and/or activities for the special child such as three girl scout troops and one boy scout troop for the handicapped, the various programs provided by the Easter Seal Rehabilitation Center, the annual Teen Dance for the Retarded sponsored by the Soroptomist Club and the Circus for the Handicapped sponsored by the Fraternal Order of Police. The Pennsbury Athletic Association indicated interest in sponsoring baseball and/or a related sport for the handicapped.

Churches sponsor several youth activities the largest being the Morrisville Presbyterian Youth Club and the CYO Groups. It was not evident that large numbers of youth are involved in their local church activities.

The most accessible supplemental educational opportunities are those sponsored in the Pennsbury Summer School Program. Twenty-nine courses were offered in the summer session, 1975.

The subcommittee reported that opportunities for the preschool child were limited. Story hours at the libraries, mursery school programs, and programs offered by the YMCA seem to be the main offerings.

Activities offered by the Council Rock Community Center and other centers in outlying areas were not tabulated since they are not readily accessible to all young people of the district.

ADULT PROGRAMS

In addition to the information acquired through the Service Inventory Chart form and the questionnaires used for churches, clubs and organizations, this committee acquired information from the brochures of the Pennsbury Adult School,

The committee developed several categories for listing adult programs. Under Adult Enrichment which included such things as sketching, woodworking, astronomy, and creative writing, seventy-seven classes were listed. Under Vocational Education, which included bookkeeping, keypunch operator, carpentry, auto mechanics, radio/TV repair, fifty-seven courses were listed. Under Leisure Sports which included badminton, basketball, fitness and swimming, thirty classes or sessions were listed. Under Leisure Crafts, fifteen classes were listed. Under Adult Basic Education and the GED program are listed the Bucks County Community College, the Technical School and the Neshaminy Adult Program. Pennsbury residents who want to complete their high school ducation are referred to the above. Other categories developed were "leisure-cultural," "human-personal development and improvement," "organizational and service opportunities" and "volunteer opportunities."

Generally a wide variety of courses for enrichment and career development are offered by the YMCA, YWCA, Levittown Public Recreation Association, Bucks County Technical School, Pennsbury Adult School, and Bucks County Community College. However, most of the recreational, and cultural opportunities open to the general public are available out of the district in various New Jersey locations and the New Hope and Philadelphia areas.

COMMUNITY SERVICES

Many varied services are available to residents of the Pennsbury Community, but very few are located here. For example, neither the YMCA, the YWCA, Family Services, Red Cross, nor the many other agencies are located in the Pennsbury area.

Though the United Way Coordinating Agency is in Pennsbury, the work of the various agencies does not seem to have penetrated this area. Interviews with some of the agency personnel revealed that they have little working knowledge of this area. Most of the clients the agencies serve presently do not come from the Pennsbury area. Although agencies appear to communicate with each other, there is little communication with the general community in Pennsbury. Just recently the services of Retired Senior Volunteer Program are being utilized to provide volunteers in school programs. Of the more than 100 services which are available to residents, few seem to be known to them. Most services are housed in the Doylestown area.

A list of the agencies with descriptions of their respective services was developed by this committee.

K-12 SUBCOMMITTEE

The information gathered by this subcommittee is very limited. The district is already in possession of substantial data acquired through the state Education Quality Assessment, SCAT and STEP testing, and other district evaluations. The subcommittee's findings do provide a sampling of student interests and suggestions.

The 7th and 8th grade students who participated in the rap sessions with subcommittee members indicated interest in after-school activity clubs. Students felt that the activities available now are related to either sports or music and the students stressed the fact that many students who have neither the talent nor interest in these two fields, do have other interests and skills that could be developed and thus stimulate a broader base of student participation.

The 9th and 10th graders felt that the summer recreation program was outdated and repetitious and would like to help plan the program because they think they could offer some good suggestions. They felt more students would participate if they had part in planning the program. They also offered the suggestion of a school "Big Brother" program in the school district.

The high school students offered a wide variety of comments from discontent about school size, teachers wasting class time talking about sports, a poor chemistry program, forced gym, a need for program on first aid and health, to the "girls ridiculous gym suits." Some students emphasized the lack of activities for the non-music/sport enthusiast, lack of reference books in the library and the limited amount of time the library is open after school.

A general opinion of the students was that they were just numbers to the faculty and that what the students wanted was not important to the school administration.

COMMUNITY INVOLVEMENT SUBCOMMITTEE

This committee's information reflects the survey data gathered and their impressions from the interviews. Sixty-four impression statements were listed. For example, survey data revealed that PTO/PTA groups seem to be discouraged about membership. Some PTO/PTA's want to provide more recreational opportunities; others see themselves as fund raising groups. No community group stated a specfic change accomplished nor did they list a goal. Only three organizations indicated they worked cooperatively on any one project with another organization. Most organizations tend to look inward. Maintaining or increasing their own membership seems to be a major concern to most groups. Other groups desire a limited and selected membership.

Information obtained from school directors (6 of 9 participated) indicated that, for example, information from the community comes from phone calls, speakers at board meetings, monitoring "letters to the editor" columns, attending PTO/PTA meetings and by asking people for their concerns. No satisfying formal mechanism for providing for thoughtful community input and/or dialogue exists at the present. Most phone calls received are complaints. Also indicated was that involvement at the state level is limited and unsatisfactory. School Directors try to influence state senators and assemblymen just as any individual citizen would. They feel their influence is insignificant compared to that of the teachers due to the huge difference in numbers (locally 9 vs. 730).

Supervisors and Councilmen indicated, for example, that getting a realistic view of community feeling on any issue is difficult. Those opposed on an issue tend to call their elected officials while those in favor do not call. Hence it is hard to estimate how widespread a negative opinion may be in the community on a given issue. In making decisions, considerations include: what seems to be best for the community in the opinion of the officials, citizens' expressed desires, legalities, factual data gathered from zoning or planning boards, opinions of solicitor and professional consultants, and country resources. Budget represents a community's priorities. Officals welcome phone calls from constituents (at reasonable hours). They appreciate opinions rather than pressure and would like to hear positive as well as negative reaction from the community.

The interview with representatives of the Pennsbury Education Association indicated that an effort is made to keep aware of community needs and concerns through information brought to the P.E.A. Board by the Representatives Council at bimonthly meetings. Community ideas, local charities, election news, scholarship needs are discussed. Community participation in P.E.A. decisions is scant, informal and incidental. P.E.A. realizes they could benefit from greater community contact that might lead to better understanding and cooperation between parents and teachers. Teacher-initiated meetings to supplement P.T.O.s (which is viewed as "parent-principal" organizations) were suggested.

School administrators indicated that the professional staff welcomes certain types of community involvements such as that evidenced by the committees on school discipline policy, year-round school, evaluation of the honors program, transportation and various advisory councils. However, they point out that decisions cannot be made by the community. Community needs and wants are identified through home visitations, phone calls, koffee klatches, elementary and secondary advisory councils. A school board management team meets once a month with the Board of School Directors, and at this time presents to the board their understanding of the community's views. Information is gathered from parents and principals, and

observation of national trends as the basis of educational decisions.

Community people serving on school advisory committees who were queried regarding the effectiveness of their involvement felt they were not involved in problem solving but rather, they provided feedback and reaction to ideas in order that the administration know how to "handle" the public.

Information regarding each school's communication plan was obtained from Communication Design 1974-75, printed in 1975.

This committee reported that there is no formal ongoing mechanism for inter-school-agency-government involvement for cooperative planning and programming in areas of mutual concern or interest.

DATA CORRELATION

After the sub committee categorized and listed their hard data, the soft data which related to their areas of study was also listed. A correlation form was then used to list both hard and soft data so that within each sub-category, the information could be compared and discrepencies could be seen. A discrepency, as the difference between conditions as they actually exist in a population at a given point in time and the condition, expected or desired, would indicate a need. Where appropriate, a need statement was written on the correlation chart and the sub-committees identified the need as being extremely critical, very critical, important but not critical, not critical or important, or undecided or unknown. Using this analysis process, committees listed their recommendations and provided a rank definition for each recommendation.

RECOMMENDATIONS

The sub committees listed their recommendations for consideration by the Resource Committee and the subsequent submission to the Pennsbury Administration and Board of School Directors. The Resource Committee also developed its own recommendations based on the study. Most recommendations were identified as either being critical or important, and were considered to be implementable by the existing personnel of the school, community groups, and agencies.

NEED STATEMENTS

Need Statements are listed under the two major components of community education, programs and process. Programs are the activities, courses and experiences in which people participate for enrichment, education, recreation, skill development, self improvement and so forth. Process refers to those activities which provide for involvement among various people and segments of a community within a systematic process to identify and solve problems.

PROGRAM NEED STATEMENTS

A. Educational

1. There is a need for alternative educational opportunities which meet the needs of the special student, i.e. the delinquent, gifted, special interest, drop-out and/or those who otherwise do not function well in the regular program.

2. There is a need for additional opportunities for supplemental educational experiences, courses and activities especially those which interest and meet needs of 7th-12th grades.

3. There is a need to encourage adults to seek further education and to provide opportunities for them to do so.

4. There is a need for orientation and training programs for people who want to learn to work more effectively with young people, especially those with physical, emotional and mental handicaps.

5. There is a need for parents to obtain information and skills relating to child development, parenting, intra-family relationships, coping as single and/or working parents and so forth.

6. There is a need for well structured programs and activities involving students which promote participatory citizenship.

7. There is a need for residents to develop their human potential for effective involvement in participatory citizenship as leaders and members of the community.

8. There is a need to implement an early identification program which finds out children's learning strengths and weaknesses so that subsequent learning programs which meet individual needs of youngsters can be planned and implemented.

Important But Not Critical Need To:

1. Expand the concept of the adult program to continuing education to:
   a. allow young people whose abilities and interests indicate they can handle a course or program to participate with the adults;
   b. include mini courses, lecture series, and cultural program series;
   c. provide various activities, courses, programs at various times of the day and night, weekdays and weekends;
   d. use additional school and community buildings and space as necessary to accommodate programs;
   e. bring the adult into the daytime program to both acquire knowledge and enrich the classroom experience;
   f. use community talent and resources to provide special programs. (For example League of Women Voters might implement a Know Your School Code series or Garden Clubs could provide leadership and expertise for mini courses on indoor, outdoor gardening. Professional people within the community might provide an entire series on any one topic, each person lecturing at one session.)
   g. use all techniques possible to publicize programs and make people feel comfortable, welcomed and encouraged to pursue life-long learning;
   h. provide more family oriented activities - roller skating, square dancing, game nights;
   i. work cooperatively with other groups (school districts, I.U. #22) to insure adult needs are being met and resultant programs are well publicized.

B. Recreational

1. There is a need for more and varied after-school recreational and enrichment programs which include youngsters of all emotional, physical and mental differences.

2. There is a general need for additional recreational, enrichment and leisure time activities for people of all ages.

Specific Areas of Need

a. There is a need to expand summer and after-school recreation programs which include more opportunities for the older students - 7th-10th grades especially.

b. There is a need for additional opportunities for participation in non-team sports and unorganized but supervised recreational activities such as table tennis, badminton, square dancing and indoor roller skating for young people.

c. Have opportunities for hobby and craft learning experiences for young people.

Important But Not Critical Need To:

1. Open school pools for parent and tot swim classes.
2. Expand pre-school cultural opportunities within community.
3. Use school facilities for day time activities such as story-telling and crafts for pre-schoolers.
4. Keep school libraries open longer after school hours for study and research.
5. Encourage the development of or provide more enrichment activities such as small vocal, instrumental and drama groups which could benefit the young performers as well as bring additional cultural experiences to the area.

PROCESS NEED STATEMENTS

A. Communication

1. There is a need for residents to be better informed of area services and educational, recreational, cultural, organizational and volunteer opportunities.

B. Involvement

1. There is a need for ongoing processes that find out what people want and need in the areas of recreation and continuing education.

2. There is need for a formal process for communication and problem solving among the various agencies, schools and local governments so that they can deal effectively with existing and emerging problems of mutual concern and with those requiring a multifaceted approach.

3. There is a need to involve students in a process for the planning of recreational and continuing education programs in which students might participate.

4. There is a need to utilize the resources of the community to enhance the instructional, recreational, service and continuing education programs of the community. (Resources such as individuals, organizations, services, agencies, facilities, etc.)

5. There is a need for a broad base of community responsibility to improve the quality of life. This includes a systematic process for the involvement of people in the identification and solution of concerns and problems.

Important But Not Critical Need for:

1. Community organizations to understand one another's goals and objectives to work together more effectively.

Important But Not Critical Need To:

1. Develop a relationship of school and community regarding cooperative building usage of schools, churches, libraries, municipal and other public buildings for community and school service, educational and cultural activities and programs.

The following questions reflect concerns of the community and school staff samplings.

1. Are student competencies in the area of English grammar usage and composition at the desired level for the Pennsbury student body?

2. Is the teaching of reading skills part of the teaching of the other disciplines with inservice training being provided as necessary?

3. Is the district teaching reading as a separate discipline for certain students who could benefit from additional and continued learning experiences throughout the secondary level in order to achieve specific minimum competencies prior to graduation?

4. Is there satisfaction among decision makers (district staff and community) that as much as is reasonable is being done to alleviate vandalism and poor student behavior?

Should there be well-planned concerted efforts of school, government, agencies, churches, community groups and any other available resource to deal with areas of concern affecting education and the quality of life within our community? This study produced two such concerns. One, vandalism and the general anti-social behavior of young people. Two, the changing structure of the family as well as the difficult conditions with which its members must cope.

SPECIAL COMMITTEES ESTABLISHED FOR ADDITIONAL STUDIES

IDENTIFICATION PROGRAM OF CHILDREN'S STRENGTHS AND WEAKNESSES

Since both the school staff and community residents rated the items which reflect interest in meeting the needs of children with learning disabilities and other handicaps extremely high, a special committee was established to develop recommendations which reflect this interest. The membership of this committee included Association for Children with Learning Disabilities parents, Community Education Task Force members, the Director of Guidance, the Director of Special Education, an elementary principal, an elementary counselor, and staff of the Learning Resource Center. This committee met numerous times and its members gathered information as necessary. Some of the opinions of this committee were:

1. It would be feasible and beneficial to both child and staff to implement an early preschool) identification program of learning strengths and weaknesses of children and a follow-through process to provide for every child a program based on his strengths and weaknesses.
2. Recreation programs to more adequately accommodate children with physical, mental, or emotional handicaps are needed.
3. Most children can function well in, and should be included in, the general offerings of educational, recreational, and enrichment programs, but leaders, directors, and teachers need to have the appropriate skills and understandings to insure the child's positive learning and adjustment experiences.
4. Parents on the committee and those interviewed by Task Force members feel the high competitiveness of children in after-school activities inhibit their children's participation and thus either children do not sign up or early drop out occurs.
5. There is little understanding of learning disabilities among community residents. (Many parents interviewed by Task Force members feel this is true also of the general school staff and that some staff are not aware of the Learning Resource Center.)

Two separate proposals were written for the implementation of an early identification of the learning strengths and weaknesses of children. One proposed that existing staff could implement the program by utilizing community volunteers in several aspects of the program. However, guidance counselors felt their present responsibilities made it impossible for them to assume any additional duties. Therefore, a second proposal was written recommending that a qualified person be designated coordinator of the early identification and follow-through program. The recommendation of this proposal was that an elementary counselor whose primary responsibility was to the EIP program be added to the counseling staff.

The opinions and suggestions of this committee were submitted for consideration by the Resource Committee.

PROBLEMS OF YOUTH

Results of the opinionnaire revealed peoples' concern about youth - attributing the increase of vandalism, "poor" discipline in the schools and community to them. The Task Force had no information regarding how much vandalism existed in the Pennsbury community nor what kind and to what degree problems of youth existed in the community. Special interview survey forms were developed to solicit data from sources such as district staff, including the Director of Guidance, Director of Plant Operations, Assistant for Business Affairs, Attendance Officers, Supervisor for Pupil Accounting, Director Big Brothers (Lower Bucks Office) Family Services of Bucks County, and the police.

The survey asked for information regarding vandalism, delinquency and major crimes, drug usage, alcohol usage, runaways, child abuse, neglect, financial and emotional stress, and employment. We wanted to know the degree of occurrence on a five point scale, whether the problem was on the incline or decline, what ages of youth are involved, what might be the probable causes, what sources of help are available, and what could be done to alleviate the problems.

Those surveyed indicated that teenage consumption of alcohol is very high and increasing. The age span is twelve to eighteen years of age with a few as young as ten. Peer pressure, the availability of alcohol, refusal to admit there is a problem, and sometimes parent and community acceptance were cited as reasons for the increase of alcohol consumption in this age group. Incidents of vandalism were also identified as being very high and on the increase. Lower Makefield reported $85,000 to $100,000 costs per year to taxpayers. Replacement of street signs alone could average $5,000 to $10,000 a year. Falls Township reported a higher figure, approximately $500,000 per year. The school district reported $60,000 for the year 1974-75. All those interviewed agreed to the possible causes, which included lack of parental interest, control and good upbringing, lack of respect for others and their property, and peer pressure.

Crimes such as thefts, though not rated as very high in numbers of incidents, are on the increase according to both the Falls and Lower Makefield Police. The age span involved is 14 through 25 years of age with most cases involving the 16 and 18 year olds. Causes were attributed to the need for money to buy alcohol and drugs, easy access to homes, and lack of parental concern and knowledge about their child.

Lower Makefield reported very high incidents seems to be increasing with a 24 percent increase in 1974 over the previous year. Falls Township reported some drug usage, but with a decrease in usage. The age span of use if 12 through 23 years of age in Falls, and 14 through 18 years of age in Lower Makefield.

Agency and school personnel feel that drug usage has gone underground and may even be decreasing. However, concern is felt because youth have begun drug experimentation, that is, mixing their drugs and mixing drugs with alcohol. The danger of lasting health impairment and death resulting from this type of drug usage is actual and frightening.

All those interviewed indicated that the two major causes of all youth problems are peer pressure and home environment. It was indicated that peer pressure can have its affects on youth whose parents seem to be fine, caring, and involved people. Other times the home environment pushes a young person out and he/she turns to the peer groups for guidance and acceptance. Also mentioned was the ambiguity of values and morals in today's society and the observation that "kids" do not make their own entertainment and have "no where to go" - no neighborhood or community centers.

All interviewed indicated that the sources of help were adequate. The waiting lists are long, but not insurmountable. The biggest hurdle seems to be getting parents and youth to admit there is a problem and realize there is no magic cure.

Police officials indicate the need to have well-trained officers who can deal appropriately with youth and their problems and who can write up cases for referral. At this time Falls police officials feel they are not trained social workers and are not qualified to analyze problems and make appropriate referrals.

Schools, government, police and agencies do not work together to resolve problems, though one may inform another or make a referral. Police indicate that though some schools may try to hide a problem, most are cooperative.

Some of the needs which emerged include:

1. Making parent training and support programs available to parents;
2. Clarifying values and moral responsibilities (churches, schools, parents);
3. Providing and encouraging more low or no cost "wholesome" forms of recreation for the teenagers.
4. Determining feasibility of a Pennsbury Community Youth Committee comprised of parents, youth, police, school and related agency personnel to keep abreast of related problems, research and studies and to recommend solutions.

OUTCOMES

The outcomes of the study are the following:

1. A listing of school and community needs in p 'ority order;
2. A listing of aspects of Community Education in priority order of importance by sampling of school staff and community residents;
3. A listing of individual resource persons, their skill, talent, or potential contribution;
4. A listing of programs and how many would participate in each one based on a sampling of the community;
5. A compilation of existing resources within the school and community which now provide services and recreational, enrichment, cultural, and educational opportunities;
6. An increased awareness of Community Education in the schools and community;
7. Increased communication between the schools and the community; and
8. Greater community involvement in decision making.

OTHER SPECIFIC OUTCOMES

As a result of the study, a daytime program on child development and family relationships for adults has been added to the otherwise exclusively nighttime adult school program. Task Force members and parents met with staff of the Family Services Association of Bucks County and the school district to plan this program.

Early in the study, it became apparent that one concern of residents was their lack of a sense of community and lack of knowledge about their community. The Community Services Subcommittee proposed to compile their information into a useful handbook with a descriptive listing of the educational, recreational, cultural, service and organizational opportunities available. This proposal was approved by the administration. The handbook contains a listing of over 300 activities, clubs, services, parks, recreation centers, and so forth. Local funding covered the cost of printing 4000 copies for wide distribution.

The Board of School Directors approved the initiation of arts and crafts programs afternoons after school hours for people of all ages. Task Force members and interested community members developed a list of possible programs and located the volunteer instructors as an aid to the district Director of Recreation.

The Extended School Day Committee is a special committee appointed at the request of the District Superintendent to develop a recommendation for an extended school day program for Pennsbury students who have personal problems, home problems, severe discipline problems, or other unique circumstances which prevent them from functioning in the regular program. After study, this committee recommended the following:

1. "the organization of the Districts (administratively) currently providing the Vo-Tech program be used to organize, staff and fund

   (a) Standard Evening High School
   (b) G.E.D. Diploma preparation programs
   (c) Basic Education programs.

   Participation by this consortium of districts would insure adequate funding and continuity of programs for this end of the county. As justification for need we refer to the information contained in the C.E. study.

2. that the existing Pennsbury Adult Education and Pennsbury Recreation Programs be expanded to include non-credit enrichment programs, skill courses, etc. and that provisions be made to open these programs to all age groups and that time of offerings be more flexible than just evening hours.

3. that the various funding programs be investigated, including state funding for extension education, Right to Read, Title IV, Career Education (see attached).

If the Superintendent and the School Board look upon these three basic recommendations with favor our committee would then recommend the following:

1. A new committee consisting of the experts be appointed to develop the program. (Director of Adult School, Mrs. Wilson, Director of Alternative Education, Mr. Sterling, etc.)

2. Federal and state funding be looked into immediately for the adult aspect of this program. New funds will be available in early spring, 1976.

3. A Director of Continuing Education be appointed who would chair the committee of experts."

Some agency-school interaction developed. The coordinator of the Community Education Study served on the Steering Committee for the Development of a Voluntary Action Center of Bucks County and encouraged the relationship of this agency with schools. More and more school personnel are recognizing the value of volunteers serving to enhance school programs. This agency has great potential of growing and serving the community as the school and the agency work together to support each other's needs. The Director of Personnel Services for the district was appointed to serve on the Board of Directors of the Voluntary Action Center. He also was asked by the District Superintendent to chair a steering committee to develop a district wide volunteer program. This committee with the Community Education Coordinator serving as secretary and community liaison, has developed guidelines, a descriptive handbook, and implementation plans for a Volunteers In Pennsbury program. The program, now partially underway, will expand the volunteer programs already existing in several schools.

The study coordinator has been asked to provide information gathered by the Task Force to the Lower Makefield Park & Recreation Board and various club groups. As the community becomes more aware of the study results, personal contacts of Task Force members with community leaders and groups will increase, and it is anticipated this will encourage cooperative efforts within the community to work toward resolving problems of mutual concern.

CHRONOLOGICAL LISTING OF MAJOR ACTIVITIES

Project Approved and Funded.....April 1974

Task Force Recruitment.....July 1974

Task Force Training and Organization.....Sept.-Oct. 1974

Community Education Awareness.....Aug. 1974/Jan. 1975

- Principals.....August 1974
- Open Community Meetings.....Sept.-Oct. 1974
- Teacher Representatives Council (PEA)...Sept. 1974
- Each building staff and PTO/PTA.....Nov. 1974/Jan. 1975

Soft Data Collection

Opinion Inventory

- Needs and Goals Sessions.....Jan.-Feb. 1975
  - Planning, instrument development...Oct.-Dec. 1974
- Additional Community Sampling.....Feb.-March 1975
- School Staff Sampling.....Feb. 1975
- Priority Listing of Items.....March 1975

Hard Data Collection.....Nov. 1974/April 1975

- Planning, instrument development.....Nov. 1974/Jan. 1975
- Subcommittee surveys, interviews, phone contacts.....Feb.-April 1975

Proposal to compile information in a Pennsbury handbook for wide distribution approval.....March 1975

Hard Data verification, categorization.....May-Sept. 1975

Program Interest and Abilities Survey.....May 1975

- Planning and instrument development.....March-April 1975

Pennsbury handbook committee begins work - Seed money for funding obtained.....April 1975

Special Committee to study feasibility of an Early Identification Program.....April-May 1975

Soft Data analysis.

- Opinion Inventory-Program Interest Survey.....June-Sept. 1975

Special Survey-Problems of Youth.....Sept.-Oct. 1975

Hard Data-Soft Data Analysis Correlation.....Sept.-Oct. 1975

Data Analysis Compiled - Submitted to Administration, Resource Committee, Subcommittee chairmen.....Oct. 1975

Subcommittee Recommendations.....Nov. 1975

Resource Committee recommendation to Board of School Directors to begin after school pilot program approval.....Nov. 1975

Special Committee to develop ideas for after school arts and crafts program - Ideas submitted to staff-Jan. 9, 1975. .....Dec. 1975/Jan. 1976

Special Committee to develop Course Program on Parenting - Idea submitted to staff - Jan. 1976 .....Dec. 1975/Jan. 1976

Study summary report completed.....Feb. 1976

Pennsbury handbook information gathered, verified, made ready for print, additional funding obtained.....March 1976

Brief brochure summary report completed.....April 1976

All reports, Summary, Statistical Information Brochure ready for print.....April 1976

Dissemination Date

Summary Report and Statistical Information

Administration, Board of School Directors, Resource Committee, Subcommittee Chairmen, Funding Agencies.....April 1976

Summary Brochure - wide community and staff distribution.

Pennsbury handbook (a directory of over 300 sources of services, recreation, education, clubs) to financial contributors, schools, community groups, agencies, libraries, governments - 4000 copies